NEW TRENDS IN TRANSLATION STUDIES

Volume 31

Series Editor:
Professor Jorge Díaz Cintas

Advisory Board:
Professor Susan Bassnett
Dr Lynne Bowker
Professor Frederic Chaume
Professor Aline Remael

The Role of Technology in Conference Interpreter Training

María Dolores Rodríguez Melchor,
Ildikó Horváth and Kate Ferguson (eds)

PETER LANG
Oxford • Bern • Berlin • Bruxelles • New York • Wien

PETER LANG
Oxford • Bern • Berlin • Bruxelles • New York • Wien

Bibliographic information published by Die Deutsche Nationalbibliothek.
Die Deutsche Nationalbibliothek lists this publication in the Deutsche National- bibliografie; detailed bibliographic data is available on the Internet at http://dnb.d-nb.de.

A catalogue record for this book is available from the British Library.

Library of Congress Cataloging-in-Publication Data.

Names: Rodríguez Melchor, María Dolores, 1963- editor. | Horváth, Ildikó, 1970- editor. | Ferguson, Kate editor.
Title: The role of technology in conference interpreter training / María Dolores Rodríguez Melchor, Ildikó Horváth and Kate Ferguson.
Description: New York, NY : Peter Lang, 2020. | Series: New trends in translation studies ; 31 | Includes bibliographical references and index.
Identifiers: LCCN 2019020809 | ISBN 9781788744072 (alk. paper)
Subjects: LCSH: Translating and interpreting--Technological innovations--Case studies.
Classification: LCC P306.97.T73 R65 2019 | DDC 418/.020285--dc23 LC record available at https://lccn.loc.gov/2019020809

Supported by grants EP 04/2017–18 and DG SCIC – European Commission (Grant Agreement EC 10-2018-2019-SCIC.B.1 (2018) 4733309) as part of the European Masters in Conference Interpreting Consortium's (EMCI) activities.

european masters in conference interpreting emci

Cover design by Peter Lang Ltd.

ISSN 1664-249X
ISBN 978-1-78874-407-2 (print) • ISBN 978-1-78874-408-9 (ePDF)
ISBN 978-1-78874-409-6 (ePub) • ISBN 978-1-78874-410-2 (mobi)
DOI: 10.3725/b13174

© Peter Lang AG 2020

Published by Peter Lang Ltd, International Academic Publishers,
52 St Giles, Oxford, OX1 3LU, United Kingdom
oxford@peterlang.com, www.peterlang.com

María Dolores Rodríguez Melchor, Ildikó Horváth and Kate Ferguson have asserted their right under the Copyright, Designs and Patents Act, 1988, to be identified as Editors of this Work.

All rights reserved.
All parts of this publication are protected by copyright.
Any utilisation outside the strict limits of the copyright law, without the permission of the publisher, is forbidden and liable to prosecution.
This applies in particular to reproductions, translations, microfilming, and storage and processing in electronic retrieval systems.

This publication has been peer reviewed.

Printed in Germany

Contents

List of Figures vii

List of Tables ix

List of Abbreviations xi

MARÍA DOLORES RODRÍGUEZ MELCHOR, ILDIKÓ HORVÁTH AND KATE FERGUSON

Introduction 1

PART I New Approaches in Interpreter Training Assistance

ALESSANDRA RICCARDI, IVANA ČEŇKOVÁ, MAŁGORZATA TRYUK, AMALIJA MAČEK AND ALINA PELEA

1 Survey of the Use of New Technologies in Conference Interpreting Courses 7

FERNANDO LEITÃO

2 The Speech Repository: Challenges and New Projects 43

PART II Online Resources and VLEs in Interpreter Training

MARÍA DOLORES RODRÍGUEZ MELCHOR

3 Meeting the Challenge of Adapting Interpreter Training and Assessment to Blended Learning Environments 59

SVETLANA CARSTEN, NIJOLĖ MASKALIŪNIENĖ AND MATTHEW PERRET

4 The Collaborative Multilingual Multimedia Project ORCIT (Online Resources in Conference Interpreter Training): Sharing Pedagogical Good Practice and Enhancing Learner Experience 77

ŞEYDA ERASLAN, MEHMET ŞAHIN, GAZIHAN ALANKUŞ, ÖZGE ALTINTAŞ AND DAMLA KALEŞ

5 Virtual Worlds as a Contribution to Content and Variety in Interpreter Training: The Case of Turkey 101

KILIAN G. SEEBER AND CARMEN DELGADO LUCHNER

6 Simulating Simultaneous Interpreting with Text: From Training Model to Training Module 129

PART III New Methodologies and Technological Applications in Interpreter Training

ILDIKÓ HORVÁTH AND MÁRTA SERESI

7 Virtual Classes: Students' and Trainers' Perspectives 155

ÖZÜM ARZIK ERZURUMLU

8 Employing Podcasts as a Learning Tool in Interpreter Training: A Case Study 179

ELENA AGUIRRE FERNÁNDEZ BRAVO

9 The Impact of ICT on Interpreting Students' Self-Perceived Learning: A Flipped Learning Experience 203

WOJCIECH FIGIEL

10 New Technologies in Teaching Interpreting to Students with Visual Impairments 221

Notes on Contributors 237

Index 243

Figures

Figure 1.1: Question 10 – If YES, in what way? (multiple answers possible) 13
Figure 1.2: Question 14 – If YES, which one do you prefer? (multiple answers possible) 15
Figure 1.3: Question 22 – If NO, please state the reason 17
Figure 1.4: Question 25 – If YES, which one do you prefer? (multiple answers possible) 18
Figure 1.5: Question 35 – Use of preferred speech repositories (multiple answers possible) 23
Figure 1.6: Question 40 – Live speeches: preferred sites (multiple answers possible) 25
Figure 1.7: Question 41 – Live speeches: preferred use (multiple answers possible) 25
Figure 3.1: Comparison of traditional and blended-learning interpreter training settings 69
Figure 4.1: The process of localization of the resources 89
Figure 6.1: SimTextSim workflow 143
Figure 6.2: SimTextSim exercise mock-up 146

MARÍA DOLORES RODRÍGUEZ MELCHOR, ILDIKÓ HORVÁTH AND KATE FERGUSON

Introduction

The advent and spread of information and communication technologies (ICTs) have radically changed the way we live and work, and today we have smart watches, smart homes and smart cities that are all driven by new ICTs. The impact of ICTs can be felt in various areas of professional activity, from medicine through agriculture to logistics and beyond. The interpreting profession is no exception to this trend: remote interpreting, computer-assisted interpreting (CAI), the digital booth and interpreting-specific terminology-management software are all gaining ground on the interpretation market. Furthermore, interpreters use ICT tools to help them with the terminological and content preparation for an assignment, while also benefitting from portable electronic devices – laptops, tablets, smartphones, etc. – in the booth during the interpreting process.

There are two main reasons why high-quality conference interpreter training must adapt to these developments and incorporate new technologies into the training content and process. Firstly, training must prepare students for the new professional requirements and ensure that they are market-ready upon graduation. And secondly, in our classrooms today we have 'digital natives', students who have grown up using the latest technologies and social media, a factor that cannot be disregarded in training. These two factors have urged trainers to search for and implement new, innovative approaches to interpreter training. As a result, devices such as the digital pen, double-track recording tools, transcription and annotation software, and speech banks for training purposes can serve as valuable tools in the interpreting classroom of today.

This volume explores developments in the field of conference interpreter training in the digital age and attempts to provide an overview of

also describes the methods and technologies used by blind interpreters to overcome these problems and provides advice to trainers with blind or visually impaired students in their interpreting classroom.

This volume is the product of a two-year project of the European Masters in Conference Interpreting (EMCI) Consortium, supported by the grants EP 04/2017–18 and EC 10 – 2018–19 – SCIC.B.1. (2018) 4733309. The EMCI is a network of institutions of higher education committed to providing high quality postgraduate training in conference interpreting. This is an active network whose annual activities include teacher and student mobility, training of trainers, conference participation, research and dissemination of best and new practices in conference interpreter training. One of the consortium's stated objectives is the leveraging of new technologies in interpreter training. Accordingly, the Consortium's Quality Assurance Standards advises members to regularly expose students to new technologies in the work environment and include technology-mediated work scenarios, such as remote interpreting and video-conferencing. The present volume summarizes the experiences gathered across and outside the EMCI Consortium, and may be of interest to interpreter trainers. It may also be useful for interpreter and translator training programme administrators, professional interpreters, PhD students and scholars of Translation/Interpreting Studies, educational psychologists and vocational training professionals. Although it mainly focuses on training for conference interpreters, trainers involved in courses devoted to other types of interpreter training (court, medical, etc.) may also find its conclusions of interest.

PART I

New Approaches in Interpreter Training Assistance